



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.*

<b>Course Title:</b>	<b>Library Media Studies</b>
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<b>Grade Level(s):</b>	<b>Grade 1</b>
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<b>Duration:</b>	<i>Full Year:</i>	Once a week	<i>Semester:</i>		<i>Marking Period:</i>	
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<b>Course Description:</b>	<p>The Library Media Studies were developed and based on current research, the Common Core State Standards, and the AASL (American Association of School Librarians) National School Library Standards.</p> <p>The mission of the school library program is to ensure that students and staff are effective users of ideas and information; students are empowered to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.</p> <p>The school library program promotes:</p> <ul style="list-style-type: none"> <li>• Collaboration among members of the learning community, and encourages learners to be independent lifelong users and producers of ideas and information.</li> <li>• Reading as a foundational skill for learning, personal growth, and enjoyment.</li> <li>• Instruction that addresses multiple literacies, including information literacy, media literacy, visual literacy, and technology literacy.</li> <li>• An inquiry-based approach to learning and the information-search process.</li> </ul>
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<b>Grading Procedures:</b>	<p>Students will receive grades 2<sup>nd</sup> and 4<sup>th</sup> marking periods. Grading is as follows:</p> <p>C- Consistently, U- Usually, S- Sometimes, N- Never</p>
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<b>Primary Resources:</b>	PebbleGo, TumbleBooks
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# Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

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**Under the Direction of:** Gretchen Gerber

**Written:** May 2018

**Revised:** \_\_\_\_\_

**BOE Approval:** \_\_\_\_\_

## Unit Title: LIBRARY ORGANIZATION AND PROCEDURES

### Unit Description:

Students will recognize library rules and procedures. They will review checkout procedures, book care, and shelf marker use. Students will understand the layout of the library and know where to locate different types of books.

**Unit Duration:** Marking Period 1

### Desired Results

#### Standard(s):

- I- Inquire
- III- Collaborate
- V- Explore

#### Indicators:

- I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
- I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning.
- III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions.
- III.D.2- Learners actively participate with others in learning situations by recognizing learning as a social responsibility.
- V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.

#### Understandings:

- *Students will understand that there are specific rules and procedures in the library.*
- *Students will understand the procedures for library checkout.*
- *Students will understand proper shelf marker use.*
- *Students will understand the importance of proper book care.*
- *Students will understand how to hold a book correctly and turn the pages carefully.*
- *Students will understand the layout of the library and how to locate materials.*
- *Students will understand how to differentiate between fiction and nonfiction books.*
- *Students will understand how to recognize call numbers.*
- *Students will understand how to properly use technology in the library.*
- *Student will understand how to log into technology using the library account.*

#### Essential Questions:

- What behaviors are expected in the library?
- What is the checkout procedure?
- What is the proper procedure for taking care of library books?
- Where are resources located in the library?
- What is the purpose of a shelf marker?
- What is the difference between a fiction or nonfiction book?
- What is a call number?
- What is the proper use of technology in the library?
- What is the login procedure for the library computers?

## Assessment Evidence

<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>Students follow library rules and procedures.</li> <li>Students locate, choose, and check out books.</li> <li>Students practice carrying books and turning pages.</li> <li>Students practice using shelf markers correctly.</li> <li>Students use technology hardware responsibly.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>Observation and student participation</li> </ul>
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<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Follow library rules and procedures</li> <li><input type="checkbox"/> Demonstrate proper care of books</li> <li><input type="checkbox"/> Locate fiction and nonfiction books</li> <li><input type="checkbox"/> Demonstrate proper use of a shelf marker</li> <li><input type="checkbox"/> Recognize a call number and locate it on the book spine</li> <li><input type="checkbox"/> Use technology hardware responsibly</li> </ul>
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## Learning Plan

Lesson and Duration	Activities	Supplemental Materials
<p>Lesson 1: Rules and Procedures</p> <p>Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats.</p> <p>Objective: SWBAT identify good behavior in the library.</p> <p>Duration: 2 classes</p>	<ul style="list-style-type: none"> <li>Present library rules and procedures.</li> <li>Introduce centers</li> </ul>	<ul style="list-style-type: none"> <li>Powerpoints</li> <li>Videos <a href="https://www.youtube.com/watch?v=6VgRk1vv8ms">https://www.youtube.com/watch?v=6VgRk1vv8ms</a></li> <li>Minion video on behavior</li> <li>Short: <a href="https://www.youtube.com/watch?v=ddvTFgzkS5M">https://www.youtube.com/watch?v=ddvTFgzkS5M</a></li> <li>Long: <a href="http://www.youtube.com/watch?v=3d2xv_mlRus&amp;sns=em">http://www.youtube.com/watch?v=3d2xv_mlRus&amp;sns=em</a></li> <li>Book suggestions – <i>Book, Book, Book, I Took My Frog to the Library, Officer Buckle and Gloria, Mr. Wiggles, Chester, Don't Eat the Teacher! (Ward), My Mouth is a Volcano (Cook)</i></li> </ul>
<p>Lesson 2: Book Care</p> <p>Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. III.D.2- Learners actively participate with others in learning situations by recognizing learning as a social responsibility. V.A.1- Learners develop and satisfy personal</p>	<ul style="list-style-type: none"> <li>Listen to and discuss a read aloud about book care</li> <li>View samples of damaged books</li> <li>Review book care</li> </ul>	<ul style="list-style-type: none"> <li>Suggested books- <i>Leo the Lightning Bug, There is a Cricket in the Library, Mr. Wiggles, What Happened to Marion's Book?, Library Lion, Manners With a Library Book (Tourville)</i></li> </ul>

<p>curiosity by reading widely and deeply in multiple formats.</p> <p>Objective: <i>SWBAT demonstrate proper book care.</i></p> <p>Duration: 2 classes</p>		
<p>Lesson 3: Organization of the Library</p> <p>Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats.</p> <p>Objective: <i>SWBAT locate fiction and nonfiction books from designated areas.</i></p> <p>Duration: 2 classes</p>	<ul style="list-style-type: none"> <li>● Review fiction vs. nonfiction</li> <li>● Introduce layout of library-library field trip</li> </ul>	<ul style="list-style-type: none"> <li>● Library field trip signs and labels</li> </ul>
<p>Lesson 4: Shelf Markers</p> <p>Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats.</p> <p>Objective: <i>SWBAT properly use a shelf marker.</i></p> <p>Duration: 2 classes</p>	<ul style="list-style-type: none"> <li>● Introduce shelf marker use</li> <li>● Demonstrate using the shelf marker</li> <li>● Practice using the shelf marker</li> </ul>	<ul style="list-style-type: none"> <li>● PowerPoint- Shelby the Shelf Marker</li> <li>● Video- Sammy the Shelf Marker</li> </ul>
<p>Lesson 5: Call Numbers</p> <p>Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.</p>	<ul style="list-style-type: none"> <li>● Demonstrate</li> <li>● Practice ABC order</li> </ul>	<ul style="list-style-type: none"> <li>● Book suggestions- alphabet books</li> </ul>

<p>I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning.</p> <p>III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions.</p> <p>V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats.</p> <p>Objective:  <i>SWBAT find the book's call number.</i>  <i>SWBAT explain that a fiction call number comes from the author's last name.</i></p> <p>Duration: 1 class, ongoing</p>		
<p>Lesson 6: Technology Care</p> <p>Standard:          III.D.2- Learners actively participate with others in learning situations by recognizing learning as a social responsibility.</p> <p>Objective:  <i>SWBAT properly use technology in the library.</i>  <i>SWBAT log into technology using the library account.</i></p> <p>Duration: 2 classes</p>	<ul style="list-style-type: none"> <li>● Model how to take and return laptop/iPad from cart</li> <li>● Describe how to log into the library account</li> <li>● Demonstrate how to handle and walk with technology</li> </ul>	<ul style="list-style-type: none"> <li>● iPad Care Video  <a href="https://www.youtube.com/watch?v=30X2a2C7kM4">https://www.youtube.com/watch?v=30X2a2C7kM4</a></li> <li>● Laptop Care Video  <a href="https://www.youtube.com/watch?v=g8LuN8GGVaw">https://www.youtube.com/watch?v=g8LuN8GGVaw</a></li> </ul>

<b>Unit Modifications for Special Population Students</b>	
<b>Advanced Learners</b>	Encourage students to explore possible scenarios to locate various places and items in the library.
<b>Struggling Learners</b>	Use charts and pictures when necessary
<b>English Language Learners</b>	Use nonverbal cues, gestures, and tangible objects. Speak slowly and make eye contact. Categorize or sequence oral information using pictures and objects. Retell stories or events. Work with a partner
<b>Special Needs Learners</b>	Limit distractions and watch voice inflection. Provide opportunities for success.
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

## Interdisciplinary Connections

**Indicators:**

LA.1.RL- Reading Literature Text  
LA.1.RI- Reading Informational Text  
LA.1.RF- Reading Foundation Skills  
LA.1.W- Writing  
LA.1.SL- Speaking and Listening  
LA.1.L- Language

## Integration of 21<sup>st</sup> Century Skills

**Indicators:**

TECH.8.1.2.D- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

<b>Unit Title: LITERATURE APPRECIATION</b>	
<b>Unit Description:</b> Students will listen, read, and respond to various types of literature and different media formats.	
<b>Unit Duration:</b> Ongoing	
<b>Desired Results</b>	
<b>Standard(s):</b> <ul style="list-style-type: none"> <li>● I- Inquire</li> <li>● III- Collaborate</li> <li>● V- Explore</li> </ul>	
<b>Indicators:</b> <ul style="list-style-type: none"> <li>● .A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.</li> <li>● I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning.</li> <li>● III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions.</li> <li>● V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.</li> <li>● V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.</li> </ul>	
<b>Understandings:</b> <ul style="list-style-type: none"> <li>● <i>Students will understand the responsibilities of the author and the illustrator.</i></li> <li>● <i>Students will understand the purpose of a book fair.</i></li> <li>● <i>Students will understand how to identify and use the various parts of a book.</i></li> <li>● <i>Students will understand the following story elements: character, setting, and plot.</i></li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● What are the responsibilities of the author and illustrator?</li> <li>● What is the purpose of a book fair?</li> <li>● What are the parts of a book?</li> <li>● What are the story elements of a fiction book?</li> </ul>
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>● Students can orally retell and visually show the parts of the book and story elements.</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>● Observation and student participation</li> <li>● Written results from activity sheets</li> </ul>
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Locate basic parts of a book: cover, spine, title page, and barcode</li> <li><input type="checkbox"/> Identify title, author, and illustrator</li> <li><input type="checkbox"/> Listen to stories</li> <li><input type="checkbox"/> Identify story elements: character, setting, and plot</li> </ul>	



## Learning Plan

Lesson and Duration	Activities	Supplemental Materials
<p>Lesson 1: Author, Illustrator, and Parts of a Book</p> <p>Standard:            III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions.            V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.            V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.</p> <p>Objective:  <i>SWBAT to identify the various parts of a book.</i>  <i>SWBAT explain what authors and illustrators do.</i></p> <p>Duration: Ongoing</p>	<ul style="list-style-type: none"> <li>● Discuss and display book cover, pointing out title, author, and illustrator</li> <li>● Review the roles of the author and illustrator</li> <li>● Point out spine and title page</li> <li>● Model how to hold the book and turn pages carefully</li> </ul>	<ul style="list-style-type: none"> <li>● Various fiction and nonfiction titles</li> <li>● Global Read Aloud</li> <li>● Read Across America</li> <li>● PowerPoints</li> <li>● Videos</li> <li>● Activities</li> </ul>
<p>Lesson 2: Story Elements</p> <p>Standard:            I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.            I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning.            III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions.            V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.            V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.</p> <p>Objective:</p>	<ul style="list-style-type: none"> <li>● Define and identify story elements               <ul style="list-style-type: none"> <li>– Characters</li> <li>– Setting</li> <li>– Plot</li> <li>– Sequence of events</li> <li>– Making predictions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Various fiction and nonfiction titles</li> <li>● PowerPoints</li> <li>● Videos</li> <li>● Activities</li> <li>● TumbleBooks</li> </ul>

<p><i>SWBAT identify the different story elements: characters, setting and plot.</i></p> <p>Duration: Ongoing</p>		
<p>Lesson 3: Literature Exposure</p> <p>Standard:</p> <p>I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.</p> <p>I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning.</p> <p>III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions.</p> <p>V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.</p> <p>V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.</p> <p>Objective: <i>SWBAT appreciate different types of books.</i></p> <p>Duration: Ongoing</p>	<ul style="list-style-type: none"> <li>● Listen to book talks</li> <li>● Complete author/illustrator studies</li> <li>● Explore cultural celebrations</li> <li>● Read and discuss</li> <li>● Participate in Book Tasting</li> </ul>	<ul style="list-style-type: none"> <li>● Read Across America</li> <li>● Book Fair</li> <li>● Author Visit</li> <li>● Global Read Aloud</li> <li>● Author websites</li> <li>● Week of Respect</li> <li>● TumbleBooks</li> </ul>

<b>Unit Modifications for Special Population Students</b>	
<b>Advanced Learners</b>	Encourage students to choose higher-level reading materials. Encourage creative thinking and problem solving.
<b>Struggling Learners</b>	Ask questions that require students to think. Give them time to respond.
<b>English Language Learners</b>	Use nonverbal cues, gestures, tangible objects. Speak slowly and make eye contact. Point to stated pictures, words, phrases. Match icons and symbols to words and phrases. Label objects, pictures, and diagrams.
<b>Special Needs Learners</b>	Use multi-sensory strategies. Provide opportunities for success.
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

## Interdisciplinary Connections

**Indicators:**

LA.1.RL- Reading Literature Text  
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LA.1.RF- Reading Foundation Skills  
LA.1.W- Writing  
LA.1.SL- Speaking and Listening  
LA.1.L- Language

## Integration of 21<sup>st</sup> Century Skills

**Indicators:**

TECH.8.1.2.E- Students apply digital tools to gather, evaluate, and use information.

<b>Unit Title: INFORMATION LITERACY</b>	
<b>Unit Description:</b> Students will be able to understand, analyze, evaluate, and apply ideas and information ethically.	
<b>Unit Duration:</b> Ongoing	
<b>Desired Results</b>	
<b>Standard(s):</b> <ul style="list-style-type: none"> <li>● I- Inquire</li> <li>● II- Include</li> <li>● III- Collaborate</li> <li>● IV- Curate</li> <li>● V- Explore</li> </ul>	
<b>Indicators:</b> <ul style="list-style-type: none"> <li>● I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.</li> <li>● I.B.1- Learners engage with new knowledge by following a process that includes using evidence to investigate questions.</li> <li>● II.B.2- Learners adjust their awareness of the global learning community by evaluating a variety of perspectives during lesson activities.</li> <li>● III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions.</li> <li>● IV.A.1- Learners act on an information need by determining the need to gather information.</li> <li>● V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.</li> <li>● V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.</li> </ul>	
<b>Understandings:</b> <ul style="list-style-type: none"> <li>● <i>Students will understand how to identify characteristics that make a book nonfiction.</i></li> <li>● <i>Students will understand how to use nonfiction books from various subject areas.</i></li> <li>● <i>Students will understand how to properly use text features to locate information in nonfiction books.</i></li> <li>● <i>Students will understand how to compare and contrast media sources while locating information in print and digital resources.</i></li> <li>● <i>Students will understand the significance of the celebrations of various cultures.</i></li> <li>● <i>Students will understand how to navigate various databases.</i></li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● What are the characteristics of a nonfiction book?</li> <li>● Where are nonfiction books located in the library?</li> <li>● What are the text features of a nonfiction book?</li> <li>● What are the similarities and differences between print and digital resources?</li> <li>● What are the characteristics of celebrations from various cultures?</li> <li>● What is the purpose of databases?</li> </ul>
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>● Students can tell the difference between fiction and nonfiction.</li> <li>● Students can orally tell and visually show important text features.</li> <li>● Students can use databases correctly.</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>● Observation and student participation</li> <li>● Written results from activity sheets</li> </ul>

**Benchmarks:**

- Identify characteristics of nonfiction books
- Use text features to locate information in nonfiction books
- Compare and contrast media sources in print and digital formats
- Understand the significance of different celebrations and cultures
- Understand how to navigate various databases

**Learning Plan**

<b>Lesson and Duration</b>	<b>Activities</b>	<b>Supplemental Materials</b>
<p>Lesson 1: Nonfiction Books</p> <p>Standard:</p> <p>I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.</p> <p>I.B.1- Learners engage with new knowledge by following a process that includes using evidence to investigate questions.</p> <p>III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions.</p> <p>IV.A.1- Learners act on an information need by determining the need to gather information.</p> <p>V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.</p> <p>V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.</p> <p>Objective: <i>SWBAT identify the characteristics of a nonfiction book.</i></p> <p>Duration: 3 classes, ongoing</p>	<ul style="list-style-type: none"> <li>● Compare, by subject matter, the characteristics of fiction vs. nonfiction</li> <li>● Reinforce identifying nonfiction by call number</li> </ul>	<ul style="list-style-type: none"> <li>● Video- Fiction vs. Nonfiction</li> <li>● Use various fiction and nonfiction books</li> </ul>
<p>Lesson 2: Nonfiction Text Features</p> <p>Standard:</p> <p>I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.</p> <p>I.B.1- Learners engage with new knowledge by following a process</p>	<ul style="list-style-type: none"> <li>● Compare, by subject matter, the characteristics of fiction vs. nonfiction</li> <li>● Model how to find the correct pages in the table of contents and index</li> <li>● Identify the glossary and discuss its uses</li> </ul>	<ul style="list-style-type: none"> <li>● Winter holiday books</li> <li>● Animal books</li> </ul>

<p>that includes using evidence to investigate questions.</p> <p>III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions.</p> <p>IV.A.1- Learners act on an information need by determining the need to gather information.</p> <p>V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.</p> <p>V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.</p> <p>Objective:  <i>SWBAT identify and properly use text features to locate information in a nonfiction book.</i></p> <p>Duration: 3 classes</p>		
<p>Lesson 3: Comparing Sources</p> <p>Standard:</p> <p>I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.</p> <p>I.B.1- Learners engage with new knowledge by following a process that includes using evidence to investigate questions.</p> <p>II.B.2- Learners adjust their awareness of the global learning community by evaluating a variety of perspectives during learning activities.</p> <p>III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions.</p> <p>IV.A.1- Learners act on an information need by determining the need to gather information.</p> <p>V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.</p> <p>V.C.1- Learners engage with the learning community by expressing</p>	<ul style="list-style-type: none"> <li>● Model how to use the table of contents in a nonfiction book and the tabs on articles in PebbleGo</li> </ul>	<ul style="list-style-type: none"> <li>● Appropriate nonfiction books by subject <ul style="list-style-type: none"> <li>– Holidays with their customs/traditions</li> </ul> </li> <li>● PebbleGo</li> </ul>

<p>curiosity about a topic of personal interest or curricular relevance.</p> <p>Objective: <i>SWBAT differentiate between print and digital (online) resources and compare the resources according to their text features.</i></p> <p>Duration: 2 classes, ongoing</p>		
<p>Lesson 4: Online Databases</p> <p>Standard:</p> <p>I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.</p> <p>I.B.1- Learners engage with new knowledge by following a process that includes using evidence to investigate questions.</p> <p>II.B.2- Learners adjust their awareness of the global learning community by evaluating a variety of perspectives during learning activities.</p> <p>III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions.</p> <p>IV.A.1- Learners act on an information need by determining the need to gather information.</p> <p>V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.</p> <p>V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.</p> <p>Objective: <i>SWBAT navigate various databases.</i></p> <p>Duration: 4 classes, ongoing</p>	<ul style="list-style-type: none"> <li>● Introduce and review features of various databases</li> <li>● Explore databases</li> </ul>	<ul style="list-style-type: none"> <li>● TumbleBooks</li> <li>● PebbleGo</li> <li>● StarFall</li> <li>● BrainPop Jr.</li> </ul>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Encourage creative problem solving ideas and share with other students.
<b>Struggling Learners</b>	Slow down pace of work, break down learning into chunks. Teach time management skills. Use audio feature in databases.
<b>English Language Learners</b>	Use nonverbal cues, gestures, tangible objects. Speak slowly and make eye contact. Point to stated pictures, words, phrases. Match icons and symbols to words
<b>Special Needs Learners</b>	Break down instructions into smaller manageable tasks. Provide opportunities for success. Use audio feature in databases.
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

## Interdisciplinary Connections

### Indicators:

LA.1.RL- Reading Literature Text  
LA.1.RI- Reading Informational Text  
LA.1.RF- Reading Foundation Skills  
LA.1.W- Writing  
LA.1.SL- Speaking and Listening  
LA.1.L- Language

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

TECH.8.1.2.E- Students apply digital tools to gather, evaluate, and use information.  
TECH.8.1.2.F- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.